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AN ANNOTATED, SELECTIVE BIBLIOGRAPHY IN THE FIELD OF EVENING COLLEGE EDUCATION HAS BEEN COMPILED JOINTLY BY THE ERIC CLEARINGHOUSE ON ADULT EDUCATION AND THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES (AUEC). SPECIAL NOTE IS MADE OF THE CONTRIBUTIONS OF THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS (CSLEA), WHICH OPERATES AN INFORMATION CLEARINGHOUSE RELATED TO EXPERIMENTAL PROGRAMS OF LIBERAL EDUCATION. THE FIVE SECTIONS AND THEIR CONTENTS INCLUDE SUCH ITEMS AS--(1) OVERVIEWS, INTRODUCTIONS, AND GENERAL SURVEYS OF THE FIELD, INCLUDING FACULTY ORGANIZATION, POLICY MAKING, JUNIOR COLLEGES, AND ADULT EDUCATION IN COLLEGES AND UNIVERSITIES, (2) PERIODICALS AND INDEXES, IN THE FORM OF NEWSLETTERS, CSLEA PUBLICATIONS, PROCEEDINGS, RESEARCH, BIBLIOGRAPHIES, AND DIRECTORIES, (3) RESEARCH AND ENROLLMENT DATA SOURCES, (4) ADMINISTRATION AND PERSONNEL, INCLUDING SALARIES, DECISION-MAKING PROCESSES, PART-TIME TEACHERS, AND STUDENT SERVICES, AND (5) PROGRAM REVIEWS AND OTHER STUDIES OF DEGREE PROGRAMS, URBAN EXTENSION, MANAGEMENT, INDUSTRIAL, AND MILITARY EDUCATION, AND COMMUNITY SERVICES. PUBLICATIONS LISTED SHOULD BE OBTAINED FROM THEIR ORIGINAL SOURCES. (PT)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

EVENING COLLEGE EDUCATION

BASIC INFORMATION SOURCES | 1967

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The research reported herein was performed pursuant to a contract with the Office of Education of the U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the Project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Evening College Education: Basic Information Sources, 1967, is a joint publication of the ERIC Clearinghouse on Adult Education and the Association of University Evening Colleges. We are grateful to AUEC for its assistance in producing the bibliography and, especially, to Howell McGee, Executive Secretary, for help in determining the availability of various publications.

Users of this guide will note the remarkable contribution of the Center for the Study of Liberal Education for Adults to the literature of this field. Many other Center publications are available on various aspects of evening college work. In addition, the Center operates an information clearinghouse related to its interest in experimental programs of liberal education. Mrs. Shiffman of CSLEA has given us valuable help in the preparation of this guide.

We have tried to list here those books, studies or other documents which are "basic" works in the field, the key periodicals, directories and indexes, and we have added other documents we think are outstandingly useful. This is a very highly selective listing. The ERIC Clearinghouse on Adult Education will periodically issue bibliographies covering current publications in higher adult education.

Please obtain these publications from their original sources. Write to us for help only if you have trouble locating the source or in obtaining the document.

Roger DeCrow, Director
ERIC Clearinghouse on Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210

5 November, 1967

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I. OVERVIEWS, INTRODUCTIONS, AND GENERAL SURVEYS OF THE FIELD

McMahon, Ernest E. The emerging evening college: a study of faculty organizations and academic control in ten eastern university evening colleges. New York, Bureau of Publications, Teachers College, Columbia University, 1960. 163p. Bibliography pp. 161-163. $4.50.

Drawing on his study of a number of evening colleges, McMahon discusses in depth many of the common problems of university evening colleges. Chapters deal with: history and growth of the movement; the variety and changes in evening college goals; academic standards; institutional arrangements and the problem of status; faculty arrangements; a review of the problems; and a projection of the evening college of tomorrow. An appendix traces the evolution of a separate evening college faculty at Columbia University and at Rutgers and a movement in that direction at Brooklyn College. Selected readings.

Carey, James T. Forms and forces in university adult education. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1961. 229p. tables. $2.00 in paperback.

Published in 1961, this report summarizes information from an extensive study of university adult education conducted through questionnaires to AUEC, NUEA institutions and a sample of liberal arts colleges, plus interviews with various officials in 18 colleges and universities. Though particularly focused on liberal adult education, this is the best and most detailed study of the range of forces which favor or impede the growth of adult education in American higher education. Following a chapter on the history of university adult education and one on the status of liberal education programming, the report explores such factors as tradition, nature of the personnel, financial arrangments, goals and objectives, the community context, etc. A model growth cycle of adult education divisions is suggested and profiles of various types of divisions are presented. Methodological notes. Many tables.

Carey, James T. The development of the university evening college as observed in ten urban universities. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1961. 73p. (CSLEA. Research reports.) Out of print.

A study dealing with the emergence of the university evening school on the American scene, its history, operational dynamics, and social relationships. Emphasis is on four hypotheses: (1) the tendency to develop a stable student body committed to a certain period of time; (2) the tendency to choose a dean from the academic world and to develop a full-time faculty in

the evening division; (3) the tendency toward a wide selection of traditional programs; and (4) the tendency to develop a substantial amount of capital equipment. Evening colleges encourage the development of an evening student culture, with student consciousness organized around the degree programs in the evening. Typically, the dean or director comes from teaching a subject matter speciality, but there is a trend for administrators to come with professional training in adult education, and a movement to professionalize the field. The trend is also toward a regular salary schedule and tenure for evening faculty who are full-time in the evening division. In the curriculum, the tendency is toward a more complete offering of all daytime programs, with attempts to sell entire programs rather than discrete courses. A crucial element in the evening division's autonomy seems to be the number of conference centers, off-campus holdings and residential meeting places.

Liveright, A.A. Adult education in colleges and universities. (IN Liveright, A.A. Adult education in colleges and universities... Miller, Harry L., jt. auth. CSLEA,138 Mountfort St., Brookline, Mass., 02146. Notes and essays on education for adults, no. 30, pp. 1-23) Chicago, CSLEA, 1959.

Describes types of institutional arrangements for adult education in colleges and universities, and summarizes data concerning clientele. Included is an outline of the rise of university adult education in the United States; socio-economic and educational factors influencing growth; vocational, intellectual, and cultural objectives of adult education; patterns of growth and organization; faculty resources and relationships; financial support; types of facilities; trends in program planning and instruction; and problems of support, sponsorship, and purpose confronting the university adult education movement.

Dyer, John P. Ivory towers in the market place; the evening college in American education. New York, Bobbs-Merrill, 1956. 205p. Bibliography: pp. 196-201. Available from CSLEA, 138 Mountfort St., Brookline, Mass., 02146. $2.00.

Though now out-of-date in some respects, this volume is still a useful introduction to evening college education. Written in a style which makes it very accessible to the general public, it reviews the need for evening education, types of persons typically involved, types of programs, problems of faculty and organization, etc. Extensive bibliography.

Petersen, Renee. University adult education; a guide to policy. Petersen, William, jt. auth. New York, Harper, 1960. 288p. tables. Bibliography: pp. 237-271.

Prepared for Montana State College in reviewing its adult education policies, this report identifies and discusses a wide range of questions in policy making and administrative practice in university adult education. Following a section on social forces and adult education in general, university programs, policies and administration are considered in detail, with many programs and practices which the authors consider inappropriate to the university laid under very critical inspection. Two extensive chapters describe programs and policies in education about world affairs and a long appendix by Warren Rovetch examines in detail the problems of coordination of Cooperative and General Extension. Very extensive bibliography.

Crimi, James E. Adult education in the liberal arts college. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass., 02146. 1957. 38p. (CSLEA. Notes and essays on education of adults, no. 17). Out of print.

Report of a 1954 survey on adult education programs and practices of 233 liberal arts colleges (from 404 institutions returning the questionnaire). Information on: size of enrollments; distribution by size of community; type of institutional control: private and nonsectarian, Catholic, Protestant; types of programs: credit, noncredit, lecture series, correspondence, etc.; subject content; sources of teachers; benefits, problems, trends in adult education in the liberal arts colleges.

Thornton, James W., Jr. The community junior college, 2d ed. New York, John Wiley, 1966. 300p. $7.25.

In a general introductory volume on the junior college, Chapter 16 deals with continuing education, in four sections: private and public colleges; purposes of the part-time student; goals and objectives of the junior college in continuing education; issues in continuing education, academic standards, sources of support, problems of academic control of curriculum, and articulation with other educational agencies.

Knowles, Malcolm S. The adult education movement in the United States. New York, Holt, Rinehart and Winston, 1962. 335p. $5.75.

This is the standard history of adult education in the United States, with the evolution of university adult education and agricultural extension traced in context of the whole field of adult education. Part II deals with the development of coordinating organizations within segments of the field and with the problem of developing a unifying national organization. Section III discusses the nature and dynamics of the field of adult education and reviews likely future developments. Extensive bibliography.

II. PERIODICALS AND INDEXES

A. PERIODICALS:

AUEC Newsletter. AUEC Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. Bimonthly, except summer. $5.00.

From the Dean's Desk. AUEC Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. Distributed to AUEC members. Free to others upon request, as supply permits.

A series of papers on various aspects of evening college work, written by members of the Association.

NUEA Spectator. University of Minnesota, 2001 Riverside Ave., Minneapolis, Minnesota 55404. Bulletin of the NUEA. Bimonthly, except August and September. $5.00.

International Congress of University Adult Education Journal. Secretary, International Congress of University Adult Education, 138 Mountfort St., Brookline, Mass. 02146. Semi-annually.

Articles and research papers on aspects of university adult education throughout the world. Each issue contains at least one article on university adult education in an underdeveloped country.

Journal of Student Personnel Work in Adult and Evening Education. Published twice a year by the Evening Student Personnel Association. Mrs. Jean R. Smith, Secretary, Rider College, Trenton, New Jersey 08602.

Continuing Education for Adults. Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Mass. 02146. Issued twice each month; once a month during the summer season.

This bi-weekly newsletter is published for university adult educators and other persons interested in the development of liberal education for adults. Its purpose is to report new programs, original ideas, and research in adult education, and the forces which aid or impede its growth in American higher education. Distributed free of charge, on request. Yearly index.

Other CSLEA publications:

For many years, CSLEA publications, in four series, have been an invaluable source for the evening college educator. They are sold individually or on an annual subscription basis. $7.50 for an annual subscription.

Notes and Essays. A series examining purposes and philosophy of higher adult education.

Reports. On methods and practices in the field of university adult education.

Research Reports.

Occasional Papers.

Junior College Journal. American Association of Junior Colleges, 1315 Sixteenth St., NW, Washington, D. C. 20036. Monthly, September through May.

Research, information, and ideas about two-year colleges.

Research in Education. Office of Education, U.S. Dept. of Health, Education, and Welfare. Government Printing Office, Washington, D. C. Domestic, $11.00 a year; Foreign, $2.75 additional.

Monthly catalog published by the Office of Education through the Educational Resources Information Center (ERIC), announcing new projects supported through its Bureau of Research, as well as final reports received from completed projects. It contains resumes from the 18 ERIC Clearinghouse, including the ERIC Clearinghouse on Adult Education. The resumes highlight the research information of each report and project, as well as indexes that cross reference the subjects, investigators, institutions, contracts and grant numbers, and legislative authorizations for the research activities. In addition, every issue contains information on the general literature in the various subject areas. Indexes are cumulated and published separately at the end of each year.

Adult Education. Adult Education Association of the USA, 1225 Nineteenth St., NW, Washington, D. C. 20036. Monthly, except July and August. Non-member: Domestic, $7.50 a year; Canada, $8.00; Foreign, $8.50.

Often contains directly relevant articles and is particularly useful for keeping in touch with adult education in other agencies. News and publication notes in each issue.

Education Index. H. W. Wilson Company, 950 University Ave, Bronx, New York 10452, Monthly, except July and August. $18.00 a year.

An alphabetical listing by subject of articles appearing in many educational journals and periodicals published in English.

Adult Education Periodical Holdings. ERIC Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, N.Y. 13210. 1967. Free upon request.

A listing of the more significant periodicals in adult education published here and abroad which are in the collection of the Library of Continuing Education at Syracuse University.

B. PROCEEDINGS:

AUEC Proceedings. AUEC Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. $5.00.

NUEA Proceedings. NUEA, 1820 Massachusetts Ave., NW, Washington, D. C. 20036. $2.75.

Both of these contain valuable substantive material as well as the official records of the organizations. Recent issues may be purchased from the indicated sources, but older issues are not available.

Cumulative Indexes: AUEC Proceedings, 1948-58; NUEA Proceedings, 1915-57. Anne Lockwood, ed. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Mass. 02146. 1960. 46p. Out of print.

Combined author-subject indexes are cumulated for AUEC Proceedings and NUEA Proceedings.

"New Directions for Student Personnel in Evening Education." The Fifth Annual Convention Proceedings. Evening Student Personnel Association. 1967. 128p. Mrs. Jean R. Smith, secretary. Rider College, Trenton, New Jersey, 08602.

1967 Directory American Association of Junior Colleges, American Association of Junior Colleges, 1315 Sixteenth St., NW, Washington, D. C. 20036. 1967. 160p. $1.50.

Directory of information on public and private junior colleges. Alphabetical list, enrollment data by institution, various summaries, and descriptive tables.

C. DIRECTORIES:

Constitution and By-laws, AUEC, AUEC Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. Free.

Who's Who in AUEC. Association of University Evening Colleges, Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. 1964. $2.00.

Biographical sketches of AUEC deans, directors and associate members.

A directory of federal support for adult education. Adult Education Association of the U.S.A., 1225 Nineteenth St., NW, Washington, D. C. 20036. 1966. 111p.

A listing of about 100 adult education sources of support in the programs of a wide range of federal government agencies. Information given for each: nature of program and purpose; where to obtain information; brief commentary on the program. A selected list of legislation related to adult education. Bibliography.

D. GENERAL ADULT EDUCATION BIBLIOGRAPHIES:

Beals, Ralph A. and Brody, Leon. The Literature of Adult Education. New York: American Association for Adult Education, 1941. 493p. Out of print.

A comprehensive classified bibliography in narrative form with references at the end of each chapter. Author and subject index. Commonly available in libraries.

Canadian Association for Adult Education. The Literature of Adult Education. Toronto: Canadian Association for Adult Education, 1961. 75p.

A selected list of holdings from the Research Library in Adult Education of the Canadian Association for Adult Education.

Mezirow, J.D. and Berry, Dorothea. The Literature of Liberal Adult Education, 1945-1957. The Scarecrow Press, Inc., 52 Liberty St., Metuchen, N.J. 08840. 1960. 308p. Out of print.

Deals with the philosophy, programs, research and bibliography in the field of adult education with annotations for all references to university level material. Subject and author indexes.

Kelly, Thomas. A Select Bibliography of Adult Education. London: National Institute of Adult Education, 1962. 126p.

A classified index of British (and some American) publications, with brief annotations.

Knowles, Malcolm. Handbook of Adult Education. Adult Education Association of the USA, 1225 Nineteenth St., NW, Washington, D. C. 20036. 624p. $7.50. 1960

Includes selective bibliography for each chapter.

III. RESEARCH AND ENROLLMENT INFORMATION SOURCES

A. RESEARCH INFORMATION SOURCES:

ERIC Clearinghouse on Adult Education at Syracuse University, 107 Roney Lane, Syracuse, N.Y. 13210.

ERIC/AE collects, processes and disseminates information about research documents and other useful material on formal and informal adult and continuing education in all settings. Services include publications of bibliographies and literature reviews, searching current files (consisting of a collection of 1500 documents from the years 1966 and 1967) in response to information requests, and assistance in developing adult education information services.

AUEC Research Committee. Dissemination of Information on Continuing Education (DICE).

This project uses the services of experts in the field who have volunteered to provide information and practical advice to evening college personnel who encounter problems in their research or daily operations. Requests for help should be addressed to Roy Ingham, Professor of Adult Education, Adult and Continuing Education, Graduate Instruction Research Extension, Florida State University, Tallahassee, Florida 32306. These requests will also routinely come to the attention of the ERIC Clearinghouse on Adult Education for any further information it can add.

Research in Education. Office of Education, U.S. Dept. of Health, Education, and Welfare. Government Printing Office, Washington, D. C. Domestic, $11.00 a year; Foreign, $2.75 additional.

Monthly catalog published by the Office of Education through the Educational Resources Information Center (ERIC), announcing new projects supported through its Bureau of Research, as well as final reports received from completed projects. It contains resumes from the 18 ERIC Clearinghouses including the ERIC Clearinghouse on Adult Education. The resumes highlight the research information of each report and project, as well as indexes that cross reference the subjects, investigators, institutions, contracts and grant numbers, and legislative authorizations for the research activities. In addition, every issue contains information on the general literature in the various subject areas. Indexes are cumulated and published separately at the end of each year.

Brunner, Edmund deS. and others. An Overview of Adult Education Research. Adult Education Association of the USA, 1225 Nineteenth St., NW, Washington, D. C. 20036. 1959. 273p. $4.00.

A comprehensive but critical and evaluative overview of adult education research, with indications of conclusions solidly verified and areas for further study. This is a standard baseline and guide to research in the field.

Adult Education. Adult Education Association of the U.S.A., 1225 Nineteenth St., NW, Washington, D. C. 20036. Quarterly. Nonmembers: Domestic, $7.50 a year; Canada, $8.00; Foreign, $8.50.

Summer issues since 1955 contain yearly listings of research studies.

Review of Educational Research. The American Educational Research Association, 1201 Sixteenth St., NW, Washington, D. C. 20036. $10.00 a year.

Special June issues for the years 1950, 1953, 1959 and 1965 deal with adult education research.

Research Studies in Education. Phi Delta Kappa. Eighth & Union, Bloomington, Indiana.

A subject-author index to doctoral studies completed and underway, and research methods bibliography.

Little, Lawrence C. A Bibliography of Doctoral Dissertations on Adults and Adult Education. (Revised edition) University of Pittsburgh, Press, Pittsburgh, Pennsylvania. 1963. 163p.

Dissertation Abstracts. University Microfilms Library Services, Ann Arbor, Michigan 48106.

A monthly publication, arranged by subject, of abstracts of recently completed dissertations. Cumulated annually. DATRIX (Direct Access to Reference Information), a service of University Microfilms, makes a computerized search of University Microfilms dissertation files which contain 95% of all dissertations recently written at United States and Canadian universities, as well as thousands written since 1928. DATRIX supplies microfilm or xerographically reproduced bound copies of complete dissertations, bibliographic references and printed listings with cross-references to Dissertation Abstracts.

Science Information Exchange, Smithsonian Institution, Madison National Bank Building, Suite 300, 1730 M St., NW, Washington, D. C. 20036. Telephone: (202) 381-5511, (Government dialing code: 144).

A computer-aided research-in-progress information system providing free service by mail or by telephone. Provides summaries of research studies in progress from all basic and applied research fields, and notices of research funded by the federal government, most foundations, research councils, industries, associations and other sources.

AUEC Archives
NUEA Archives
Fund for Adult Education Archives

Syracuse University is the repository for these archives. Library of Continuing Education, Syracuse University, 107 Roney Lane, Syracuse, N.Y. 13210.

B. ENROLLMENT DATA SOURCES:

Joint AUEC-NUEA Committee on Minimum Data and Definitions. Description and analysis of program and enrollment data, 1960-61 through 1962-63, and projection of future enrollments. AUEC Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. 1964. 28p. tables.

Enrollment data for AUEC-NUEA institutions and analysis of trends in the period 1960-61 to 1962-63 with tentative projections into the future. Data by program types, e.g., classes, conferences, correspondence courses, discussion groups; by subject; by credit status, e.g., credit, non-credit, non-degree credit. Analysis of AUEC-NUEA differentiation. List of institutions; definition of terms.

Joint AUEC-NUEA Committee on Data and Definitions. Programs and registrations. 1965-1966. AUEC Executive Secretary, Howell W. McGee, Extension Division, University of Oklahoma, 1700 Asp, Norman, Okla. 73069. 1966. 22p.

Annual report of enrollment and registration data from AUEC-NUEA institutions. Data are presented by member institution, by types of program (classes, conferences, correspondence) and by broad subject categories. Summary tables by program type, by credit status, and by subject. List of definitions.

Johnstone, John W.C. Volunteers for Learning; a Study of Educational Pursuits of American Adults. Rivera, Ramon J., jt.auth., Aldine Publishing Company, 64 E. Van Buren St., Chicago, Illinois 60605. 1965. 624p. $12.50.

This is the National Opinion Research Center's monograph in social research, which includes estimates of the number of adults engaged in any adult education during the year June, 1961, to June, 1962, based on interviews in a representative sample of American households. Includes information on participants, subjects studied, and other aspects of university adult education.

IV. ADMINISTRATION AND PERSONNEL

DeCrow, Roger. Administrative practices in university evening colleges. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1962. 74p. (CSLEA. Reports) Bibliography: pp.66-74. $1.00

This report of a 1961 survey of 100 member institutions of the Association of University Evening Colleges gives detailed information on administrative practices in evening colleges. Data on such topics as: number and size of evening colleges; types of organizational structure; proportions of work devoted to credit, non-credit, certificate and other programs; time and length of classes; admission policies and student services provided; tuition and fees; faculty arrangements, orientation and compensation practices; size and salaries of administrative staffs. Includes questionnaire and a list of basic information sources in university adult education.

Association of University Evening Colleges. Salary survey of administrative personnel. Norman, Okla., AUEC, 1965. 16p. illus.

Characteristics of AUEC member institutions and their evening divisions, and of evening-college staff, are summarized from questionnaires completed by 555 individuals and 111 institutions. Evening-college salary scales are correlated with institutional data on type of control, religious affiliation, size of classes, financial policy, course offerings, credit or non-credit programs, geographical locations, and attitudes of other institutional officials toward the evening division; and with personal data (age, length of service, degrees held, etc.) on evening-college administrative personnel.

Daigneault, George H. Decision making in the university evening colleges; the role of the resident department chairman. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1963. 70p. illus. (CSLEA. Research reports). $1.00

Conclusions and descriptive information from a doctoral dissertation on decision making processes prevalent in university evening colleges. Four publicly-supported institutions, and six private, non-sectarian institutions, were studied. The relation of departmental objectives to evening-college objectives, arrangements for selecting and assigning faculty, patterns of authority and responsibility, and approaches to evaluating departmental evening programs, are discussed.

Gowin, D.B. The part-time college teacher. Daigneault, George H., jt. auth. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1961. 63p. (CSLEA. Research report) Bibliography: pp. 59-63.

Research report based on an extensive study by the author and his colleagues at the University of Bridgeport, focusing on the part-time teacher; suggests that many administrators are reluctant to expect the same performance from a part-time teacher as from a full-time faculty member. Presents two patterns of expectations: (1) the instructor is selected because he can teach at a specified time, for a small amount of money, prepared for the job by a talk with the dean and a handbook, but no grasp of theoretical and philosophical aims of education is expected; (2) the potential teacher is given an educational program stressing theory and technique and is judged by professional standards. New ways of recruiting, selecting, and preparing part-time evening college teachers are discussed. Evidence is presented that a program of careful preparation will modify the ideas and attitudes which the prospective teacher holds about teaching.

Schroeder, Wayne L. The public junior college adult education administrator. Sapienza, Dunnovan L., jt. auth. (IN Adult Education, v. 15:4, 1965. pp. 241-246) tables.

The typical public junior college adult education administrator of this study was a male, 40-59 years old, was as likely to have been a teacher as a college administrator before his present position, had not recently been a graduate student, was hired from within or from schools of below college level, had at least a master's degree, and received his more advanced degree in either education or administration after 1949. These findings raise some significant questions, such as: (1) are graduate programs for junior college administrators and adult educators keeping up with personnel needs? (2) why aren't those majoring in adult education being hired as adult education administrators in junior colleges? (3) is below-college administrative experience adequate training for a person assuming the responsibilities of a junior college adult education administrator? (4) is teaching at any level adequate experiential background for the adult education administrator? (5) what is the relationship of job experience and previous education to the quantity and quality of adult education programs? (6) what is the relationship between the administrator's background and his attitude toward and cooperation with other adult education agencies of the community?

STUDENT SERVICES:

Farmer, Martha, ed. Student Personnel Services for Adults in Higher Education. Scarecrow Press, Inc., 52 Liberty St., Metuchen, N.J. 08840. 1967. 211p. $5.00.

Various contributors cover a wide range of topics in connection with evening college students. Included are a history and development of the evening college, definition of an evening college student, personnel counseling, evening college student placement, financial aid, activities, and the evening college serving business, industry and labor.

Wientge, King M. Survey of tuition aid plans of business, industry, and government in metropolitan St. Louis. Van Deursen, Malcolm, jt. auth. St. Louis, Missouri, University College, Washington University, 1965. 20p. mimeo. tables. figs. (University College research publications, no. 6).

Survey of 250 companies, with 170 respondents, investigating tuition aid programs. The sample was composed mainly of manufacturing concerns, with some utilities, sales and service, and other types of companies. Over 74 per cent reported that the company does provide some form of tuition aid, over 40 per cent paid some other educational expenses such as books and supplies, laboratory fees, and travel expenses. Some, about one-half, pay the employee after successful completion of the course, others provide aid at the time of registration. There seems to be a positive relationship between company size and tuition assistance plans. Three significant developments seem to be occurring: (1) budgeting of larger amounts for tuition aid; (2) more liberal eligibility requirements; and (3) more inclusive definition of the term "job-related courses".

Journal of Student Personnel Work in Adult and Evening Education. Published twice a year by the Evening Student Personnel Association. Mrs. Jean R. Smith, Secretary, Rider College, Trenton, New Jersey 08602.

New Direction for Student Personnel in Evening Education. The Fifth Annual Convention Proceedings. Evening Student Personnel Association, 1967. 128p. Mrs. Jean R. Smith, Secretary, Rider College, Trenton, New Jersey 08602.

AUEC Committee on Evening Student Personnel. This Committee provides a consultation service for evening college personnel concerned with counseling and other student services. Inquiries should be addressed to the Chairman, Prof. Peter Meyer, Queens College, 65-30 Kissena Blvd., Flushing, New York 11367.

V. PROGRAM REVIEWS AND OTHER STUDIES

Liveright, A.A. New directions in degree programs especially for adults. DeCrow, Roger, jt. auth. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1963. 38p. $1.00

Review of development of degree programs especially designed for adult, part-time students and the social needs which underlie this movement. Lists of characteristics common to the programs and the conditions which appear to be necessary for their success. Descriptions of the programs at: Brooklyn College; Syracuse University; University of Oklahoma; Queens College; Goddard College; Johns Hopkins University; San Francisco Theological Seminary. Bibliography.

Burkett, J.E., ed. Bachelor of Liberal Studies; development of a curriculum at the University of Oklahoma. Ruggiers, Paul G., jt. ed., CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1965. 107p. (CSLEA. Reports). $1.75.

A detailed description by University of Oklahoma faculty members of a new degree program in liberal studies designed especially for adult students. Three chapters explore the need for such a program, describe the curriculum design procedures and describe the curriculum. Two chapters give a more detailed description of the major subject areas covered. Appendices provide: an outline of the procedures for obtaining the degree; age, geographical distribution and other data on the students; reading lists for each study area; and selected references.

Ford Foundation. Urban extension; a report on experimental programs assisted by the Ford Foundation. New York. Ford Foundation, 1966. 44p. Free.

A review of the analogy of urban with rural extension and brief reports of Ford Foundation programs illustrating various approaches to urban extension developed by eight universities and the Pittsburgh ACTION-Housing organization. List of project directors. Bibliography of general and project related reports.

Bebout, John E. Urban extension; university services to the urban community. (IN The American behavioral scientist, v.6, Feb 1963, pp. 24-45) 22p.

A four part consideration of the concept of urban extension.

Part I inspects critically the common analogy with agricultural extension and lists some principles of extension management which may usefully be applied to urban extension. Part 2 discusses seven likely functions of urban extension and the relation of the university to each. Part 3: the urban agent, numbers and types of persons required. Part 4 is a discussion of the values and goals to be served and a consideration of the problems, including that of political involvement, which universities may encounter.

Goldman, Freda H. The arts in higher adult education, a second review of programs. Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Mass. 02146. 1966. 82p. $1.75.

A general description of the arts in the contemporary university precedes descriptions of specific adult program prototypes. The current place of the arts outside the university includes recent trends in art institutions, government, business, foundations, arts councils, publications, and educational television. Issues and problems concerning the role of the arts in society are discussed in relation to the education of the adult audience.

College Entrance Examination Board. College-Level Examination Program, Description and Uses, 1967. Princeton, N.J. 1967. 48p.

College-Level Examination Program which started in 1965 as a new activity of the College Entrance Examination Board has 5 aims. They are to give a national program of examinations to evaluate nontraditional college-level education including independent study and correspondence work, to stimulate colleges and universities to become more aware of the need for and the possibilities and problems of credit by examination, to enable colleges and universities to develop appropriate procedures for the placement, accreditation, and admission of transfer students, to give colleges and universities a means by which to evaluate their programs and their students' achievement, and to help adults who wish to continue their education in order to meet licensing requirements or qualify for higher positions. The booklet serves as a guide to the program and shows the examples from actual tests. The examinations are available at no charge to the institutions that wish to experiment with them. The program is still in the planning stage.

Andrews, Kenneth R. The effectiveness of university management development programs. Harvard Univ. Graduate School of Business Administration. 1966 363p. illus. Appendixes.

The reactions of 10,000 business executives to 39 university

executive development programs were gathered in part by interview, but mostly by questionnaire. Of the total population, 80 percent reacted so favorably that differences in length, cost, composition, and quality were almost obscured. Of 7 activities, they ranked class sessions first, then study groups and informal discussions. Effects reported were broader perspective, increased self-confidence, imagination, flexibility, and tolerance, and appreciation of human problems in business. Rarer were responses citing greater analytical ability and changed attitudes. Among 16 programs analyzed in detail, these varied from 11 to 48 percent. Program length may make the most difference in impact and may determine extent to which the educational experience is vocational and informational. Administrators should consider region to be served, subject matter, level of participants, level of intellectual attainment wished, and the nature of their relationship with sponsoring companies. Companies should redefine the value of short university courses in the light of the company's total effort in recruiting, developing, motivating, deploying, and evaluating its executive manpower. Contains tables and appendixes.

Jacobsen, Eckhart A. A survey of the technical needs of industry and implications for curriculum development in higher education. Swanson, Merlyn. Northern Illinois Univ., De Kalb. 1966. 244p.

The major purpose of this study was to survey and identify technological manpower needs of industry and to relate these needs to curriculum development in higher education. A questionnaire survey method was employed for the investigation. Approximately 11,000 companies were selected for saturation mailings. The study results were based upon questionnaire returns of about 10 percent of the sample companies. These returns met specified criteria for analysis. Three kinds of information were requested--1) general information about the company, 2) technological characteristics of the company including inservice or in-plant training of technicians, and 3) information about the technological needs of the company. The report includes general and specific findings related to a total of 50 technician positions. The frequency and distribution of inservice or in-plant training programs is given by geographic zones. Curricular conclusions were presented for--1) chemical technology, 2) metals technology, 3) electronics technology, 4) mechanical technology, and 5) miscellaneous technology. Document includes tables, bibliography, and survey form.

Houle, Cyril O. and others. Purposes of the evening college, reflections in 1953. (CSLEA Occasional Paters, 13). Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Mass. 02146. 1967. 36p. Out of print.

These 4 papers presented at the 1953 convention of the Association of University Evening Colleges on purposes of the evening

college, have been republished because of their present-day relevance for administrators in developing guiding principles governing their work. Earl McGrath discusses our changing society (increase in educational level, longer life span, increasing leisure time, demand for continuing education) and how these factors are forcing changes in the evening college program. In commenting on community needs, Gordon Blackwell points out the dimensions of the community which determine the purpose of the evening college (the community composition, its institutional structure, value systems, social stratification, informal social relationships, power structure, and ecology). Horace Kallen describes the human qualities of the individual of interest to the educator (his desire for knowledge in order to survive and be free). Cyril Houle summarizes the discussions pointing out that the academic tradition provides adult educators with the subject matter and methodology they need, but they must explore the community and the nature of the individual to make the evening college programs creative and vital.

Olean, Sally J. Changing patterns in continuing education for business. (CSLEA Reports). Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Mass. 02146. 1967. 92p. $2.00.

After World War II, business and industry moved into the adult education field, now spending a reported 20 billion dollars annually in higher education for their scientific personnel and management. Large industries, like IBM, have complete educational programs and facilities for their personnel. Ford and General Motors use outside educational groups for executive development programs. Companies, such as Continental Can, have a small headquarters educational staff administering decentralized programs, either using their own programs, or participating in programs available locally at colleges or universities. The American Bankers Association and the American College of Life Underwriters have their own programs. Some companies use such unaffiliated educational organizations as the American Management Association or the National Industrial Conference Board. With better communication between universities and business, the universities could set the conceptual framework for long-duration education, provide short-range, immediate pay-off education, evaluate company-sponsored programs, and investigate new technology and methods for teaching adults.

Houle, Cyril O. The obligation of the junior college for community service. (IN Junior college journal, v.30:9, May 1960. pp.502-516).

In the context of a mythical New Francisco Community College, Houle reviews some of the literature and current practices in

junior college adult education, noting discrepancies between statement and practice. He examines the possible roles of the junior college, recommending: extending terminal education programs in occupational fields to adults already employed; a two-year curriculum especially for adults; more liberal, general, and cultural studies offered to the whole community; extension of guidance services to adults; collaboration with other adult education agencies; a broad program of courses, lectures, discussion groups and other community-oriented offerings. Methods and problems of organization, administration, and curriculum development are briefly discussed.

Haygood, Kenneth, ed. A live option; the future of the evening college. McMahon, Ernest E. and others, jt. auth. CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1965, 97p. (CSLEA. Notes and essays on education for adults, no.46).

Report of a study committee on the future of the evening college. Essays by Richard Matre, Ernest McMahon, George Daigneault, H. Lichtenstein and Milton Stern take up such issues as: separate administrative unit for evening work versus total university responsibility; confusions caused by handling credit and non-credit programs in one division; need for dramatic emphasis on creative programs which break with evening college academic traditions; tension between comitment to the university and commitment to community needs; the likely social milieu of the future, and the need to invent new evening college adjustments.

DeCrow, Roger, ed. Growing time. CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1964. 82p. (CSLEA. Notes and essays on education for adults, no.44). $1.50.

A selection of papers by various authors presented over the years to the Michigan State University Seminars on University Adult Education. The papers are organized in three sections: (1) social trends as they affect university adult education with papers by Howard Higman, Milton Stern, and John S. Diekhoff; (2) the nature of the university, including papers by Edward Carlin, Paul Miller, and Thomas Hamilton; (3) the tasks of the adult educator with papers by Thurman White, Malcolm Knowles, Julius Nolte, and John Friesen.

Haygood, Kenneth. The university and community education. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1962. 64p. illus. (CSLEA. Notes and essays on education for adults, no.36).$1.00.

Haygood examines types of community-oriented programs sponsored by academic institutions; discusses problems inherent in planning and executing programs; and comments on advantages and disadvantages of various approaches to community action and service. Scope, objectives, and requirements of community development are considered,

and community service functions of universities are suggested.

Liveright, A.A. Significant developments in continuing higher education. Goldman, Freda H., jt. auth. CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1965. 28p. (CSLEA. Occasional papers). $0.75.

New developments in higher adult and continuing education grouped into three categories: A. New climate and milieu: (1) the scope of adult education is broadening; (2) adult education is accepted as part of the educational design; (3) the federal government is active on its behalf; (4) local planning and cooperation are encouraged; (5) interest is increasing among professionals, leaders of industry, and publishers; (6) the "ivory tower" posture is no longer tenable; (7) universities are increasing their involvement in international aspects. B. Institutional changes include: (1) regional associations are becoming more active; (2) states are moving toward coordination and central planning; (3) possibilities of combining cooperative and general extension are receiving attention; (4) junior colleges are increasingly active; (5) many new national studies on adult education roles are under way. C. New program developments are: (1) degree programs for adults; (2) programs especially for women; (3) cultural programs; (4) urban education programs; (5) multi-media approaches; (6) independent study programs; (7) counseling for adults; (8) attention to continuity in education. Needs of the field can be grouped into three classes:(1) helping educators plan effective programs along the lines made possible by new appropriations, and providing for more opportunities in personnel training and professional development; (2) opportunity to try out ideas and develop new program models as demonstrations of what can be done; (3) need to evaluate and nurture new program directions.

Burns, Hobert W., ed. Sociological backgrounds of adult education. Chicago, CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1964. 178p. (CSLEA. Notes and essays on education for adults, no.41). $2.

Background information on social trends presented by five sociologists to a conference of university adult educators. Burton Clark on the implications of the growth of research and development; Robert Havighurst on changing status and roles during the life span; Henry Sheldon on adult population trends. John Johnstone presents data from his 1961 study of participation in adult education and projects participation rates into the future. Introduction by Hobert Burns and extensive comments by the adult educators are included.

Ingham, Roy, J., ed. Institutional backgrounds of adult education; dynamics of change in the modern university. CSLEA, 138 Mountfort St., Brookline, Mass. 02146. 1966. 115p. (CSLEA. Notes and essays on education for adults, no.50). $2.00.

Papers on various aspects of American higher education, with emphasis on the problems of effecting change in this institutional environment. R.J. Ingham, in an introduction, raises the question of how university adult educators can best use the information in these background papers which are not explicitly focused on adult education implications. John Corson examines the role of leadership and external forces in causing change, using six major changes as examples; Burton Clark uses Antioch, Reed and Swarthmore to illustrate the concept of institutional "character"; Edmund Volkart explores the role of faculty and administration in institutional change; Howard Becker notes the importance of the particular perspectives of the students and the influence of student culture on attempts to institute change; Homer Babbidge maintains that all important changes have been evoked by forces outside the university community; and Peter Blau examines universities as administrative structures, especially as they differ from other complex administrative units.

Cummings, Thomas, ed. Political Backgrounds of Adult Education, The University in Urban Society. CSLEA, 138 Mountfort St., Brookline, Mass. 02146. (CSLEA. Notes and essays on education for adults, no.53.) 1967. 85p. $1.75.

Papers of five panelists at a conference in October, 1966 (sponsored jointly by University College--the Adult Education Division of Syracuse University, and the Center for the Study of Liberal Education for Adults) state that the university must assume responsibility for education needed if we are to succeed in reshaping the urban environment. This can be done without violation to the university's traditional scholarly concern. The papers and their authors are: "Urban Decision-making: the University's Role," Stephen K. Bailey; "Urban Institutions as University Clients," Sanford L. Kravitz; "Politics of University Involvement in Social Change," John E. Bebout; and "Educating the Urban Student for the Urban Way of Life," Charles V. Willie.

Fund for Adult Education. A ten year report of the Fund for Education, 1951-1961. White Plains, N.Y., Fund for Adult Education, 1962. 127p. Out of print, but available free from the Library of Continuing Education, Syracuse University, 107 Roney Lane, Syracuse, N.Y. 13210.

Final ten-year report of the work of the Fund for Adult Education, briefly recounting its extensive work in educational television,

the development of liberal education study-discussion programs and programs of education for public responsibility, fellowship programs, and general support of adult education organizations. Lists of grantees, projects, publications and a financial accounting.

Clark, Harold F. Classrooms in the factories; an account of educational activities conducted by American industry. Sloan, Harold S., jt. auth., Rutherford, N.J., Institute of Research, Fairleigh Dickinson University, 1958. 139p. Bibliography: pp. 136-139.

Comprehensive review of educational activities of American business and industry in programs so massive and diverse in scope that the authors regard them as "a third educational force" of major consequence in American life. Activities range from orientation and skill training to extensive technical, management development, human relations, and general education programs operated directly by business and industry or by the schools and universities. Chapters on cooperation with formal educational institutions and on the implications and problems of this movement. Extensive bibliography.

Clark, Harold F. Classrooms in the military; an account of education in the armed forces of the United States. Sloan, Harold S., jt. auth. New York, Institute for Instructional Improvement, 1964. 163p. illus. Bibliography: pp.143-151.

An overall account of education in the armed forces, both on-duty education provided by a complex education system operated directly by the military, and the extensive demands of the armed forces on the formal educational system. Chapters on methods used, on the subjects studied and their relation to later civilian life, the reactions of the participants, etc. Extensive bibliography.

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